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AUTHOR	Snyder, Ken
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ABSTRACT

This manual, appropriate for grades 3-12, is designed to help teachers and other educators who lack experience in public speaking to integrate speech into their students' curriculum. The manual offers teachers the opportunity to learn a simple program for teaching speech in the classroom. It teaches basic public speaking skills, highlighting the following topics: how to control nerves; six keys for presenting an interesting, dynamic speech; how to choose a speech topic; rehearsal techniques; listening skills; and speech evaluation. Each chapter in the manual contains exercises which reinforce the pedagogy. The manual allows teachers in elementary through college classrooms to introduce speech to students is a way that is easy, effective, and non-threatening. Blackline masters are attached. (NKA)

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BUILDING YOUR STUDENTS' SPEAKING POWER

A Teacher's Manual for the Leaders of Tomorrow Speech Program

by Dr. Ken Snyder

ERIC® *Clearinghouse on Reading, English, and Communication*

and

EDINFO Press

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ERIC/REC Advisory Board

Elaine Aoki
Title I Coordinator,
Seattle Public Schools
Bush School
405 36th Avenue East
Seattle, WA 98103

Douglas Barnard
Associate Superintendent of Instruction
Mesa Public Schools
549 North Stapley Street
Mesa, AZ 85203

Neyland Clark
Superintendent, Kay County Schools
Cape Girardeau School District #63
61 North Clark
Cape Girardeau, MO 63701

James Gaudino
Executive Director, National
Communication Association
5105 Backlick Road, Building E
Annandale, VA 22003

Earlene Holland
Associate Director, Office of
Program Development
251 East Ohio Street, Room 229,
State House
Indianapolis, IN 46204

Joan Irwin
Director of Publications,
International Reading Association
PO Box 8193
Newark, DE 19711

Robert Pavlik
Professor of English Education
Cardinal Stritch University
6801 North Yates road
Milwaukee, WI 53217

Lenore Sandel
Editor, ASCD Whole
Language Newsletter
33 Sherman Avenue
Rockville Center, NY 11570

Faith Schullstrom
Executive Director, National
Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801

Josefina Tinajero
Director, Mother and
Daughter Program
University of Texas
500 West University Avenue
El Paso, TX 79968

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INTRODUCTION

Communication is an essential part of self-esteem and self-expression. It is one of the most important skills people can develop in their personal or professional lives. In fact, studies have shown that 85 percent of a person's success depends on communication skills.

The Leaders of Tomorrow Communication Program aims to help elementary through college-level students develop effective communication skills. The program consists of two modules: the Speech Module and the Debate Module. Speech and debate are two tremendous teaching tools. The purpose of this manual is to focus on the Speech Module. This manual will help teachers and other educators who lack experience in public speaking to integrate speech into their students' curriculum. It also contains ideas for starting the Leaders of Tomorrow Speech Module in any educational setting. In sum, this manual offers teachers the opportunity to learn a simple program for teaching speech in the classroom.

The Speech Module teaches basic speaking skills, highlighting these topics:

- ✔ How to control nerves
- ✔ Six keys for presenting an interesting, dynamic speech
- ✔ A fast, simple technique for organizing a speech
- ✔ How to choose a speech topic
- ✔ Rehearsal techniques
- ✔ Listening skills
- ✔ Speech evaluation

Teachers in thousands of classrooms have already presented the principles and techniques illustrated here. THEY WORK! By using this manual, you will not only improve your students' speaking skills, you will learn the techniques yourself, thus increasing your effectiveness as a teacher. This manual will allow you to introduce speech to your students in a way that is easy, effective, non-threatening, and FUN!

—Ken Snyder
November, 1999

UNDERSTANDING FEARS, CONTROLLING NERVES

BEAR IN MIND

Most speakers, including professional ones, feel nervous before and at the start of a speech.

- ✔ Nervousness is normal; nervousness is good.
- ✔ Speakers can easily control their nerves by following a few basic guidelines.

A logical way to introduce this module is to address the common fear of public speaking. Not only young people, but everyone who hasn't spoken before a group—even the smallest—tends to feel overwhelmed by the task. For example: most adults have difficulty asking a boss for a raise; students have difficulty talking to a teacher about their grades; and athletes have difficulty asking a coach for more playing time. Speaking in public is truly a formidable fear.

Yet other studies show that the number one ingredient to success is a good set of communication skills—no matter what occupation one pursues. Many dentists have skilled hands and vast knowledge of their profession, but they are not successful. They cannot communicate with their patients or their staff. We all know of teachers and professors who are highly trained and well informed, but they cannot communicate their knowledge in an interesting way. A person might say, "I want to be an engineer, so all I have to do is design things." This is simply not true. To be successful, this person must be able to communicate concepts and designs to potential clients.

Most people fear speaking in public simply because they don't know how to do it! The purpose of the Leaders of Tomorrow Communication Program is to introduce students to public speaking, so they find it exciting and enjoyable.

THE WORST FEARS OF AMERICAN ADULTS

1. **Speaking before a group**
2. **Heights**
3. **Insects and Bugs**
4. **Financial Problems**
5. **Deep Water**
6. **Sickness**
7. **Death**
8. **Flying**
9. **Loneliness**
10. **Dogs**

David Wallechinsky, et al., THE BOOK OF LISTS

What! I have to give a speech? When people (children and adults alike) discover that they must give a speech, their primary concern is, "How in the world will I control my nerves?" This concern is a legitimate one. Based on my experiences in the classroom, I think it is critical to address nervousness before you teach the techniques for preparing and constructing a speech.

What? Me Worry?

When the subject of nerves comes up, there is both good news and bad news. The bad news is that, more than likely, the speaker will be nervous. A student who feels nervous should not feel alone or different from anyone else. Feeling nervous before a speech is perfectly normal. Almost all speakers, including professionals, experience nervousness sometime before they begin speaking.

Likewise, athletes, rock stars, actors, and other performers feel nervous before a game or performance. Even students who thoroughly prepare for an exam feel nervous as the teacher passes out the exam.

The good news is that nervousness is not only normal; it is beneficial. Nervous energy is valuable energy. All speakers, athletes, performers, and test-takers can use this energy to their advantage. When we become nervous, our bodies release a hormone called adrenaline into our bloodstream. Adrenaline causes symptoms such as a faster heartbeat, sweaty palms, a dry mouth, and "butterflies" in the stomach. Adrenaline also gives us an energy boost: it "pumps" us up and helps us achieve greater results.

Most students interpret this "adrenaline rush" as their bodies telling them they are not ready to give a speech. But actually, just the opposite is true. The body is telling the athlete, student, or speaker: You are ready, go for it! In regard to giving a speech, I tell students that the FEAR they feel actually means Feeling Excited And Ready.

Nervousness usually occurs just before and during the first few moments of a speech. After that, most speakers start to forget about themselves and focus on their topic. At this point, a speaker's knowledge will "kick in" and the nervousness subsides. This transition is often obvious to the experienced speakers in an audience.

Tips to Help Beginning Speakers Control Nerves

1 **Pick a topic that interests you.** If you have a passion for a topic, you will reach the "kick in" point quickly. This desire to share your passion with an audience will overcome the feeling of nervousness.

2 **Pick a topic that you know well.** You should avoid presenting material with which you are unfamiliar. New material combined with the discomfort of being in front of an audience can be disastrous to the beginning speaker. When you know your topic well, you have reserve energy to control your nerves.

3 **Use props.** When you use props, you have something to show. This activity eliminates the discomfort of feeling that everyone is looking at you.

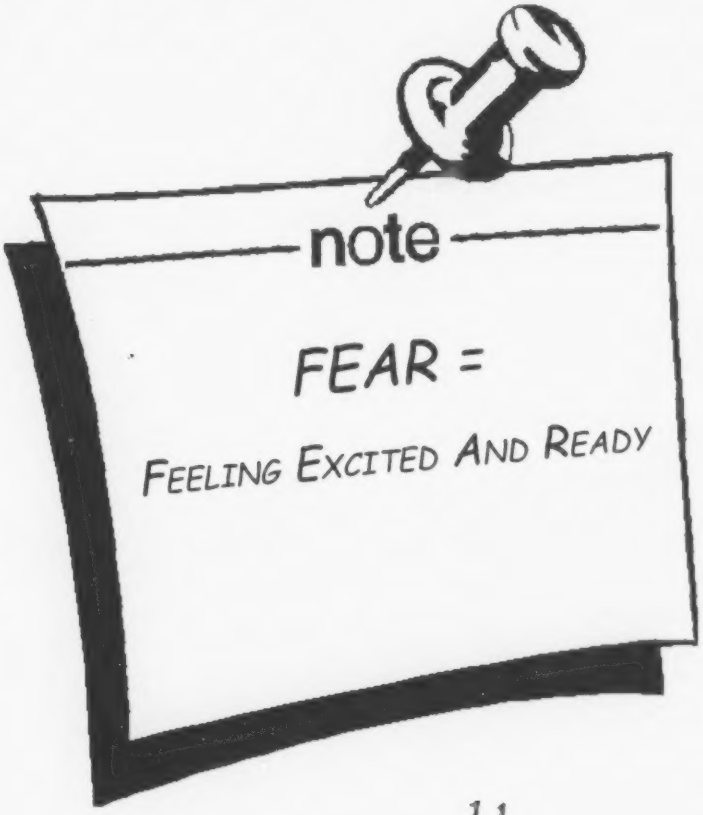
4 **View every speech as a test run.** I strongly believe that teachers should grade every speech a student gives. I also believe that teachers should factor this grade into the student's course grade. This grading scheme encourages students to take their speaking assignments seriously, and to exert a positive effort.

However, do not put undue pressure on the beginning speaker. I always tell students that speech class and school itself are laboratories:

> *"We are all going to work together. We are experimenting to prepare ourselves and others to lead fruitful, productive lives. There is no such thing as the perfect speech. I expect you to make mistakes. You will make mistakes. That is good. We learn from our mistakes. By evaluating each speaker's speech, we will learn from one another.*
>
> *"We will learn what makes a speech effective and why. Every time you speak or participate in an exercise, you will be a better, more confident speaker. The only way you can fail is if you don't try."*

Summary

Nervous energy is energy. If properly controlled, the speakers can use it to their advantage.



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THE SIX KEYS TO A DYNAMIC PRESENTATION

BEAR IN MIND

✔ Students learn presentation skills because they address their greatest fears, build positive attitudes toward speaking, and generate the enthusiasm they need to speak effectively.

✔ In a speech the quality of the presentation is just as important as the quality of the material presented. A poorly prepared speech presented well makes a greater impact than a well-prepared speech poorly presented. This fact does not mean that students should ignore careful preparation. It means they should understand the importance of presentation skills.

✔ Speakers can greatly improve the quality of a speech by incorporating six simple and basic keys into a presentation.

✔ Giving a speech involves two distinct activities: preparing the speech and giving it. By following a few basic skills and techniques, a speaker will find these activities simple and even enjoyable.

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THE SIX KEYS TO A DYNAMIC PRESENTATION

Presentation skills and techniques abound in books, manuals, and instructional videos. I have narrowed down this information into a list of six key skills. These skills are easy to master, and can transform any speech into a dynamic and successful presentation.

1. Make eye contact
2. Speak loudly
3. Use gestures
4. Create word pictures
5. Use vocal variety
6. Use props

Key #1 Making Eye Contact

Studies show that if speakers make eye contact with an audience, they increase the impact of a speech by up to five times. They also thereby increase the likelihood of effectively communicating their message by up to five times. Professional speakers know that the audience acts as a mirror. If a speaker pays attention to an audience, then the audience pays attention to the speaker.

Do not allow students to read their presentations word for word. Doing so automatically prevents the speaker from making eye contact. Listeners quickly lose interest in a speaker who lacks eye contact. They will gaze around the room, doodle, or daydream because the speaker is not paying attention to them.

EXERCISES

You can do these simple exercises with your students to improve their eye contact. Please note the crucial phrase "with your students". I highly recommend that you take your turn doing each exercise with the class. My experience has shown that the teacher's participation emphasizes the importance of the program, and increases student involvement. It also makes the work a lot more fun for everyone.

1 Give each student a turn to stand at the front of the class. The student should visually survey the class for 30 seconds. Then he/ she leaves the room for a few moments. Meanwhile, have three students in the class change something about themselves. For example, have one student move to a different seat; have another one remove or exchange a jacket; and have a third student remove or put on eyeglasses. Then the observer returns and views the audience for 30 seconds. The observer describes what is different about the audience. The goal of this exercise (from the teacher's perspective) is not primarily to identify correctly what is different about the audience, but to make eye contact with the audience for at least 60 seconds.

2 This exercise allows a speaker to build confidence with each successive audience. Have each student work with a partner. Each pair should designate a speaker and a listener. Tell the speakers to imagine they have just won ten million dollars in a lottery. The speakers then answer these three questions:

A. What one thing would you buy for yourself?
B. What one gift would you buy for a special person in your life?
C. To which charity or cause would you contribute?

After the speakers share their answers with their partners, have each pair join with another pair, forming a group of four. Each group should repeat the exercise. You may continue this process one more time, forming groups of eight. Finally, have students share their answers in front of the entire class. By this point, all the participating students will have had two or three opportunities to practice their responses; thus they will feel less threatened by a large audience.

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EXERCISES (cont.)

3 Have a student stand at the front of the class. He or she has just received two tickets to travel anywhere in the world. The student should tell the class his or her name, the trip's destination, and who will accompany him or her. The student should concentrate on making eye contact with the audience. Give each student an opportunity to do this exercise in front of the class.

When speakers concentrate on one or two individuals, or on a small portion of their audience, the rest of the audience will soon feel left out. In the next exercise, students practice making eye contact with the whole class.

4 Before starting this exercise, designate four to six students to help the speaker. Ask the students to raise their hands at the start of the presentation. They should put their hands down when—and only when—the speaker makes eye contact with them. Have a student state his or her name in front of the class. The student then answers this question:

> "If you could spend an afternoon with any living person, who would it be, and why? The person can be a relative, neighbor, friend, or celebrity."

The object is to get all the hands down before the speaker finishes. As students improve making eye contact, you can increase the number of students who raise their hands.

Key # 2 Speak Loudly

We have all felt the frustrations of seeing prepared and knowledgeable students make a presentation and fail miserably because no one can hear them. In other words, tell students: "Once you've put forth the effort to prepare, don't rob yourself of your rewards." Straining to listen puts pressure on an audience. Most listeners will not tolerate this difficulty. They will tune out early in the presentation.

Emphasize the importance of speaking loud enough so everyone can hear. Speakers in front of an audience cannot rely on a normal conversational voice, which is simply not loud enough. One needs to use an "outside voice" and adjust it, depending on the noise level in the room and the size of the audience. A good rule of thumb is for the speaker to pick the person farthest away and to speak loudly enough for that person to hear. Probably if the farthest person can hear, then everyone can. When in doubt, it is better to err on the loud side; at least the audience will be awake.

Just as important as speaking loudly is speaking clearly. Here are three simple rules to maintain clarity of speech:

1. **Slow down.** As explained in the section about nerves, you will feel some degree of nervousness. This condition is normal, and it is beneficial. Nervousness is adrenaline. It is energy. This energy often makes you talk faster than you would normally. To avoid speeding up, force yourself to speak slowly, and clearly enunciate every word and syllable.

2. **No gum or mints.** Food, gum, or candy in your mouth will cause you to mumble. It is fine to keep a glass of water nearby and to take an occasional sip of water to moisten your mouth. Nerves may cause you to experience dryness in the mouth. As you give more speeches and develop confidence, this dryness will subside.

3. **Don't let your voice trail off.** Speakers often start each sentence strong and end it weak. They let their voice sag, or diminish, at the end of a sentence. You can easily correct this problem by making a conscious effort to finish strong.

EXERCISES

1 Students can learn how to speak loudly with the help of listeners. If someone cannot hear a student's presentation, have the listener simply raise an index finger and point toward the ceiling. This signal tells the speaker to speak louder. The listener should keep the finger raised until the speaker is audible. Emphasize that listeners should make this gesture in a subtle and helpful way. As an alternative, strategically place one or two students at the farthest points in the audience, and let them be the designated signalers.

2 Students who have had little or no previous experience in front of an audience may hesitate initially to volunteer for the activities. For this one, the teacher selects students who are reluctant to participate alone, along with two or three other volunteers. Choose approximately three or four students to approach the front of the class together. The volunteers will then proceed to deliver the morning or afternoon announcements.

Although the volunteers are all in front of the class together, each must discuss a particular topic—such as the weather forecast for the week, sporting events at the school, special activities or clubs, or the lunch menu. Students must deliver at least three phrases, concentrating on speaking in clear, loud voices typical of radio or TV announcers.

Key #3 Use Gestures

Speaking is more than just saying words. While an audience listens to words, they also watch the speaker. They watch the speaker's hands, facial expressions, and body language. These aspects of the speech are all gestures. Everyone uses gestures every day. For some reason, however, when we stand in front of an audience, we tend to become robots. Gestures are a desirable and critical part of any presentation for these reasons:

1. **Gestures help the audience to understand ideas and feelings.** By using gestures, you can help an audience grasp complex ideas, such as the dimensions of a birdhouse or the grip of a curve ball. Facial expressions and body language can also help you express many emotions —anger, surprise, fear, hostility, unhappiness, and so on. Imagining these feelings will give you the visual clues to an effective presentation.

2. **Gestures entertain the audience.** When you use gestures, you act out the speech. Audiences find this far more stimulating than watching a virtual statue.

3. **Gestures help relax the speaker.** They allow speakers to burn off nervous energy. Such energy often surfaces as distracting mannerisms: foot tapping, playing with hair or jewelry, swaying back and forth, for example. Gestures allow nervous energy to escape, thereby enhancing the overall presentation.

The Importance of Posture

Complimenting speakers' gestures, and equally as important, is good posture. The way a speaker stands is primary in determining how the audience perceives the speaker. Remember: the audience will always be a mirror. If a speaker hustles energetically to the front of the class when introduced, the audience will catch that enthusiasm, and feel interested even before the speech begins. Similarly, if a speaker stands erect and alert, listeners will also feel engaged in the presentation.

Speakers should avoid leaning against a wall or chalkboard. They should also avoid the temptation to slouch against a desk or podium. Poor posture conveys that the speaker is tired or bored. Since the audience is a mirror, they will reflect these feelings.

Good posture consists of an erect stance with the head held high, with feet spread approximately the width of the shoulders. The weight should rest on the balls of the feet. This posture reflects alertness. It also allows the speaker to breathe easily. When not using gestures, a speaker's hands can fall loosely to the sides.

DO NOT:

Put your hands in your pockets.

Put your hands behind your back.

Fold your arms.

Play with props you are not using.

Play with your hair or jewelry.

Before assigning any exercise or speech, I recommend that teachers lead a brief discussion about posture. Afterward, in evaluating speeches, a few gentle constructive criticisms will serve as a useful reminder.

EXERCISES

These exercises will help beginning speakers develop a sense for using gestures.

1 We all use gestures every day. Most people use them whenever they talk. Have students casually observe people that are using gestures—classmates, friends, family—for 24 hours. Discuss these gestures in class. How did the gestures help the listener? How did the gestures help the speaker?

2 Write each situation below on a slip of paper. Place the slips of paper in an envelope, jar, or hat. Have students draw a slip and pantomime (act out) the situation. Do not allow students to use words, sounds or props. When the speaker finishes, the class guesses the situation. They must wait until the speaker has finished, and they must raise their hands to guess. This procedure prevents students from calling out before the pantomime ended. It also gives the speaker the maximum opportunity to practice using gestures.

Examples of situations

Change a flat tire	Build a snowman	Diaper a baby
Shop for groceries	Write and mail a letter	Put up a tent

Follow-up discussion:

If the class has trouble guessing a situation, discuss the types of gestures a speaker could have used to improve his or her pantomime. If a speaker used gestures effectively, discuss how these gestures enhanced the presentation. The purpose of this discussion is for all students to learn from each other.

EXERCISES (cont.)

3 Charades can be a dynamic, enjoyable way for students to develop gesturing skills. Again, have students draw from an envelope. For the envelope prepare slips of paper with the titles of popular books, movies, and TV shows. Give the audience some guidelines by telling them the charade will be one of these three types of titles. Also, be careful to pick titles that lend themselves to using gestures.

GOOD	DIFFICULT
Titanic	Seinfeld
Star Wars	X-Files
Little Red Riding Hood	The Diary of Anne Frank

Students should raise their hands to guess the title or a word in it. They can guess while the speaker is acting out the title; they needn't wait until the speaker has finished. As students raise their hands, are called on, and guess, the teacher or a student assigned as a monitor tells the students whether they are correct. The acting student"s only job is to concentrate on using gestures. To add excitement to this exercise, keep track of the time it takes the class to guess each title. Award a small prize to the student whose charade is guessed—due to the effective gestures—in the least amount of time.

4 Have students stand in front of the class, and give a brief presentation about something they have made. Encourage them to use as many gestures as possible. After each presentation, discuss which gestures were effective. Identify gestures that a speaker could have used but did not. Were any of the gestures entertaining?

5 Have students describe the best gift they have ever given or received. Encourage students to use as many gestures as possible. Use the discussion from Exercise 4 as a follow-up activity.

6 Have students take the audience on a tour of their bedrooms. Students should describe objects on this tour by using as many gestures as possible.

Key #4 Create Word Pictures

One of the most effective things a speaker can do is to create a picture in the listeners' minds. As the saying goes, a good picture is worth a thousand words. A good "word picture" can make a greater impact than thousands of words.

Personal experiences are a good source of word pictures. For example, if a student were to speak about camping, part of the speech might cover the proper way to set up a campsite. These directions could include the do's and don'ts of setting up a campsite. This segment of the speech would be interesting. However, it would be more effective and more entertaining if the speaker added a few personal experiences. One might describe mistakenly pitching the tent in what is called a dry wash. Or one could describe what happened when an unexpected thunder shower occurred. A speaker could also describe leaving food in the tent, and attracting a hungry skunk as a very unwelcome visitor.

Such stories create vivid pictures in the listeners' minds. They thus humanize the abstract instructions, and personalize the speaker memorably. Here is a summary of the benefits that result from incorporating personal experiences in a speech:

1. **Talking about personal experiences adds length to a speech.** A beginning speaker can have difficulty speaking for even a short period of time—say, one to three minutes. Adding anecdotes from your own life can easily lengthen a speech.

2. **You need not learn this part of a speech.** Since you have experienced a personal event, there is no new material to master. If you practice explaining the details of that experience, you can convey the story's flow after two or three practice sessions.

3. **Personal experiences make a speech entertaining.** People love stories, especially those they have never heard before.

4. **A single phrase or sentence can create a powerful word picture.** Anecdotes from your own life provide an excellent source of word pictures, but they aren't the only source. You can create a picture in the listeners' minds with a single sentence.

Examples:

"My Uncle Bob *looks and walks like Frankenstein.*"

"It was hailing *the size of golf balls.*"

"When he accidentally touched the hot stove, it left a mark on his hand *that looked like a cattle brand.*"

EXERCISES

In the following exercises, have students use all of the first four keys: eye contact, speaking loudly, gestures, and word pictures. Students can practice with a partner before giving their presentation to the class. This process usually leads to more detail during the actual presentation, thereby creating a better word picture.

1 Have students share one of their scariest moments. This event can range from a Halloween prank to a true, life-threatening experience.

2 Have students share one of their most embarrassing moments. You may want to caution students to use good taste when choosing their material. My personal code as an amateur was, and as a professional continues to be: When in doubt, leave it out.

3 Have students tell a story that completes the phrase: "You'll never guess what happened to me..." The story can be either fact or fiction.

4 Have students describe a special person. The person may be someone they have briefly met (such as a celebrity) or someone they know well. Students should build word pictures in the minds of the audience by describing personal experiences they have had with that person. Listeners should be able to form an impression of what this person is like, not just a picture of his or her physical appearance.

EXERCISES (cont.)

5 Have students describe in detail what it is like to be one of the following:

- You are a bird flying high above your school. What do you see? What do you feel?
- Remember the movie *HONEY, I SHRUNK THE KIDS?* Shrink yourself and take us on a journey through your backyard.
- You are a fish in the ocean. Take us on a tour of your neighborhood and introduce us to your neighbors.
- You are an ant. Take us on a tour of your anthill.
- You are a basketball. Take us on a few trips up and down the court. Tell us what you see, feel, and so on. Finish with a detailed description of a slam dunk.
- You are a state-of-the-art computer. Tell us what special functions you perform, what a day in your life is like, and your likes and dislikes about the way people use you.

6 Have your students pick their favorite fairy tales and relate brief versions of them, using word pictures to build detail. They should feel free to use artistic license, to be creative with their versions of the tales.

Key #5 Use Vocal Variety

For some reason, when most people stand in front of a group, they stiffen up and speak in a trance-like monotone. Nothing will lull an audience to sleep faster than speaking in a monotone. During the course of daily conversation, we all use plenty of emotion in our voices. We become excited, happy, upset, angry, or sad. For example:

"I can't believe we have a test tomorrow!"

"Please, can I borrow your notes?"

"Oh boy, Spring break!"

"What! I have to give a speech?"

The most effective and pleasing tone for an audience is conversational. The speaker should simply have a conversation with the audience. A speaker's voice should reflect emotion, when appropriate, throughout the speech.

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EXERCISES

1 Select several students to say each of the following statements with feeling:

- I love ice cream.
- I hate homework.
- I love homework. (A real stretch for most students!)

Point out how each student uses a slightly different vocal variety when saying the same statement. Point out also how students' facial expressions or body language compliment their vocal variety.

2 Have students sharpen their vocal variety skills by saying the following phrases:

"Don't you ever do that again!"

"Wow! That's my favorite TV show."

"There's more money here than I could spend in a lifetime."

"Ouch! That hurts."

"I'm sorry, Coach. I just can't take another step."

"Last night my hamster died. He was not only my favorite pet, he was my best friend."

"Be careful! That's my toe you're standing on."

"What do you mean, I need a root canal? I brush after every meal."

3 Have students select one of the adjectives describing emotions listed below. The assignment is to tell a short story about a time when they experienced that emotion. Do not allow speakers to use the actual adjective in their stories. Encourage listeners to sense the emotion by paying attention to the speaker's gestures, facial expressions, and vocal variety. When the speaker has finished, the class guesses the emotion.

Exhausted	**Shocked**
Frightened	**Relieved**
Jealous	**Miserable**
Enraged	**Sad**
Happy	**Lonely**

Key #6 Use Props

A prop is a visual or audio aid that a speaker uses during a presentation. Below are several examples of the many types of props:

- ✔ posters
- ✔ charts
- ✔ slides
- ✔ physical objects (stamps, models and other collectibles)
- ✔ overhead projector and transparencies
- ✔ articles of clothing
- ✔ video tapes
- ✔ audio tapes
- ✔ graphs
- ✔ equipment (sports gear, uniform)
- ✔ chalkboard
- ✔ live props (animals, pets, humans)
- ✔ handouts
- ✔ edibles (food samples)

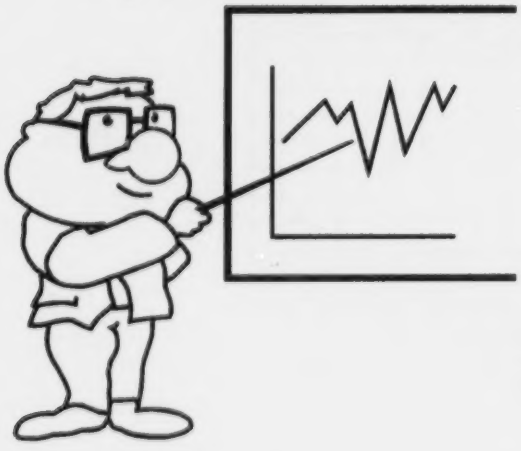
Props help all speakers, but especially the beginners. Props benefit a presentation in these ways:

1. **Props increase the audience's understanding.** Real objects, such as tools, artifacts, plants, models, a science project, or a picture of a rare South American bird, are ideal media for explaining a subject. Props provide learning experiences that words alone cannot provide.

2. **Props help the audience to retain information.** Props stimulate the senses: sight, sound, touch, smell, taste. This stimulation helps an audience recall information vividly and for a long time.

3. **Props hold the audience's attention.** When an audience has something to view, touch, smell or taste, they are more than just passive listeners; they become directly involved in an experience.

4. **Props save time for everybody.** Charts and graphs are an efficient way to cover large amounts of material. Pictures and props are excellent substitutes for lengthy verbal descriptions.



5. **Props help control your nerves.** As a beginning speaker, you may feel that everyone is staring at you. Using props helps diminish this feeling and eases your nerves.

For more information about props, see Chapter 8 in ***What! I Have to Give a Speech?***

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Here are some guidelines for using props:

1. **Make props large enough for everyone to see.** One cannot enlarge some props, such as three-dimensional models. When using these types of props, you should describe the object in detail, and build a word picture in the listeners' minds. It is possible to enlarge small, flat objects, such as coins and stamps, on a copier. You can transfer printed or visual information—text, line drawings, simple graphics and the like—onto overhead transparencies.

2. **Show props slowly.** When displaying a prop, "pan" the audience slowly, as if recording their picture with a video camera. It is fine to talk while showing the prop. However, be sure you don't hold a prop in front of your face. Doing so interferes with eye contact and vocal projection.

3. **Do not distribute props to an audience**, who may break or lose them. Props moving through an audience also take attention away from the speaker. If an audience needs a prop to follow along with a presentation, distribute handouts and samples before you speak. Otherwise, distribute props at the end of a speech. If it is absolutely necessary to distribute a prop during a speech, be sure to organize the props, and designate a helper in advance. During the speech, simply pause, distribute the prop quickly, ask the audience to refocus, and continue the speech.

EXERCISES

1 **Have students choose an object in the classroom and demonstrate it for 30 seconds.**

2 **Place eight to ten props in a bag. Have students close their eyes, reach into the bag and withdraw a prop. Each speaker must properly display the prop, describe it, and tell a short story about the prop. The story can be fictional. Speakers should incorporate the Six Keys into their short stories.**

The list on the following pages gives the advantages and disadvantages of using common types of props.

VISUAL AIDS AND PROPS

	Advantages	Disadvantages
Objects, Models, and Props	• Easy to prepare • Effectively illustrates message • Easy to set up	• If small, only usable with small audience • Passing them around distracts from speaker
Chalkboard	• Easy to use • Good for lists, and recording audience responses	• Not readily portable; room must contain one • Audience members may be allergic to chalk dust • Only usable with a small audience • May be unavailable to prepare in advance • The screech of the chalk may annoy listeners
Charts and Posters	• Portable • Inexpensive • Readily prepared in advance • Can list audience responses • Can refer to previous material already covered	• Only for small audiences • Must leave some pages blank so printing doesn't show through

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VISUAL AIDS AND PROPS (cont.)

	Advantages	Disadvantages
Overhead Projector	• Effective for large audiences • Usable in a partially lit room • Readily prepared in advance • Good for recording audience responses • Transparencies are relatively inexpensive	• Availability of projector and screen • Requires preparation time • Projector's position must not block audience's view • Transparancies require numbering and organizing in sequential order
VCR Tapes	• Suitable for most audiences • Outstanding images and color • Holds audience's interest • Accessibility of small home video recorders; relatively inexpensive to produce • Creates the perception that speaker is on the cutting edge of technology	• Availability of VCR and monitor • Speaker must control glare; monitor must be large enough for audience to see • Involves time, effort, and cost to produce • Video must complement, not upstage a message • Sound may be of poor quality • Multiple monitors or large screen may be necessary in large rooms

CONSTRUCTING THE SPEECH

BEAR IN MIND

✔ Reading or memorizing a speech leads to a poor presentation.

✔ By using a simple tool called the S-MAP, students can construct a powerful and well-organized speech—a speech that gives them the freedom to be spontaneous.

As mentioned earlier, giving a speech involves two distinct activities—preparing the speech and giving the speech. The purpose of this section is to address the first activity: preparing the speech.

Don'ts

There are two major pitfalls that many novice speakers fall into when they prepare a speech. One is writing out a speech word for word. The other is attempting to memorize a speech. A speaker who writes out a speech has only two choices: read the speech or deliver a memorized version of it. Both options lead to a poor, uninteresting presentation that lacks intereaction with the audience. Reading a speech is a sure way to bore an audience. When giving a memorized speech, a speaker's energies are focused inward because he must concentrate on memory. Rather, the speaker's energies should be focused outward, on the audience.

The S-Map

The Speaker's Master Action Plan helps to avoid both those pitfalls. The S-MAP provides a simple method for constructing a speech. It also helps speakers to be themselves, and to have a conversation with the audience. The S-MAP consists of the six main building blocks listed below:

GRABBER = Grabs Audience's Attention

WIIFM = What's In It For Me?

MAIN POINT A

MAIN POINT B

MAIN POINT C

CTA = Call To Action

First, Grab Their Attention

What does every audience have that the speaker wants to have? The answer is easy: their attention. How do you do it? You capture the audience's attention by using a grabber.

A grabber is a statement, gesture, startling fact, joke, anecdote, or prop that a speaker uses to grab the audience's attention. A speaker uses such a technique to involve or interest listeners in the subject right from the start. A grabber gives speakers an interesting way to start a speech. It builds their confidence, helps them to relax, and helps them to relate immediately to the audience.

EXAMPLES OF GRABBERS

A Question

How many of you would like to earn fifty dollars this weekend? (From a speech on earning money)

Who in the audience would like to earn an A in math this semester? (From a speech about study skills)

Concentrate for a moment and ask yourself, "What do I see myself doing five years from now?" (From a speech about setting goals)

Do you know who put the E on the top of the Eye Chart, and why it's there? (From a speech about vision and eye tests)

These types of questions elicit a response from the audience. At the very least, these questions cause them to stop and think. By asking a question, the speaker instantly gets the audience's attention.

Use a Gesture

A seventh-grade student began a speech about gymnastics by doing three complete flips.

An eighth-grade student began a speech about communicating with the deaf by stating her introduction in American Sign Language.

State an Interesting or Unusual Fact

Do you think it's possible to improve your eyesight by wearing earrings? Pirates wore earrings for this very reason. Although people have scoffed at this practice for centuries, many are now reevaluating it as part of modern acupuncture theory. (From a speech about acupuncture)

Do you realize that more Americans have died in automobile accidents than have died in all the wars ever fought by the United States? (From a speech about automobile safety)

Most people think of Arizona as a desert state. Believe it or not, it snows more at the Grand Canyon than it does in Minneapolis, Minnesota. (From a speech about the wonders of Arizona)

Use a Prop

A fifth-grade student unraveled a long piece of pink yarn and an even longer piece of purple yarn throughout the audience. His speech was about the human body. The pieces of yarn represented the average length of a human's large and small intestine.

A student held up a painted balloon to represent the Earth. She suddenly pricked the balloon, to dramatically illustrate that we are killing our planet if we don't stop pollution.

A seventh grade student began his speech by stretching a piece of ribbon one inch wide and 35 feet long the length of the classroom. This ribbon represented the length of the average anaconda snake.

Use the Power of Personal Experience

Audiences of all ages love stories. Telling a story, or better yet recounting a personal experience, is an effective way to begin a speech.

EXERCISES

1 Provide a list of possible speech topics, such as those listed below. Consider listing topics that you are currently studying in class. Also list topics that may be of special interest to your particular students.

- Endangered species
- Budgeting your money
- Physical fitness
- Study habits
- Music
- Dinosaurs
- Current events

2 Have students select several topics of their choice. Then have them create a grabber for one or two of the topics.

3 Select a speech topic and lead the class in a brief brainstorming session. As a class, create a grabber for that topic. This exercise is an excellent way for students to build upon each other's ideas. It also results in creative and highly effective grabbers.

NOTE: *This concept of sharing ideas and learning from each other is a key characteristic of the Leaders of Tomorrow Communication Program. It is also the essence of the evaluation segment of the program. The section on Evaluation starts on page 52.*

WIIFM: What's In It For Me?

A second important ingredient to any presentation is WIIFM, or "What's In It For Me?" Me refers to the audience, not the speaker. After stating the grabber, a speaker should tell listeners how they will benefit by listening to the presentation.

Examples

From a speech about nutrition

WIIFM: Today I'm going to tell you how to achieve this with very little effort or expense.

From a speech titled "The Wonderful World of Magic"

WIIFM: By the end of my speech, you will know three new magic tricks that you can use to amaze and to entertain your friends.

From a speech titled "The Stress Mess"

WIIFM: This morning I am going to tell you how to recognize the early signs of stress and how stress adversely affects us. You will also learn some techniques for coping with stress in your life.

EXERCISE

1 Repeat the exercises for creating grabbers (see page 30), to give students practice creating WIIFMs. You may use the same topics or provide new ones. (The latter option will prevent students from becoming bored.) An advantage of using the same topics for all the S-MAP exercises is that students will have created a complete S-MAP for a speech.

The Body — It's as Easy as A, B, C

A very simple method for developing the body of a speech is to divide a topic into three main points: A, B, and C. These points should be broad in scope. For example, for a speech about baseball cards, a speaker would not want to develop these ideas as main points:

A. I like collecting baseball cards.

B. Collecting baseball cards is fun.

C. I have 586 baseball cards.

This speech would end within 15 seconds! And the audience would have received little or no useful information. Invariably, I see this problem occurring within the first weeks of teaching the program to students. In these instances, I say to the student, "I can tell you enjoy card collecting. If I were to come over to your house after school, how long could you talk to me about card collecting?" A typical answer is, "A half hour...an hour...all day." Then I respond, "Well, we want you to talk to us for only three minutes today. Let's try it again."

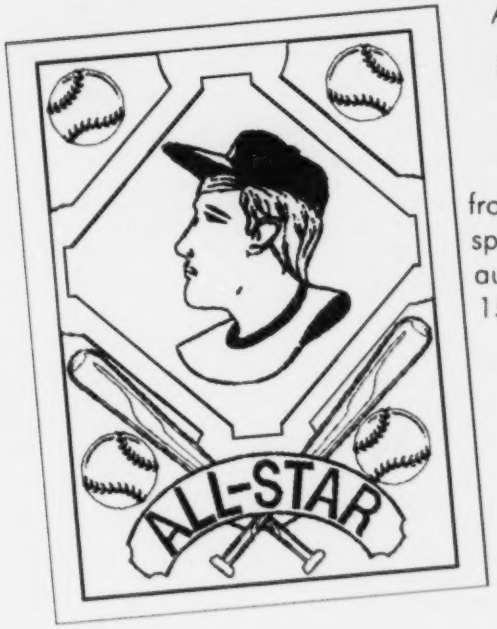
Dr. Snyder: Could you tell us how to start a collection?

Student: Sure.

Dr. Snyder: OK, What else?

Student: Well, I know how to protect my cards, and I have a price guide in my desk.

Dr. Snyder: Great! Let's try this.



A. How to start a collection

B. Protecting your cards

C. Pricing your cards

At this point, the student returns to the front of the class and gives a revised speech. This one will quickly capture the audience's attention, and last longer than 15 seconds.

Examples:

Topic: The Greenhouse Effect

A. What is it?
B. Why is it a problem?
C. What are the solutions?

Topic: Camping

A. Tents
B. Gear
C. Food

In the above example about camping, a student referred to his S-MAP and focused on the word *tents*. He then proceeded to have a conversation with his classmates about tents. His conversation covered these points:

- ✔ advantages and disadvantages of different types of tents;
- ✔ where and how to set up a tent;
- ✔ good places to buy tents.

If all the students in a class were to construct the body of a speech about camping, probably no two S-MAPs would be alike. One student might divide the topic into three exciting camping places to visit: (A) Michigan Dunes, (B) Big Ben National Park, and (C) Baja, California. Another student might divide the topic into: (A) my favorite camp sites, (B) camping activities, and (C) first aid tips.

If elementary-level students were to give a speech about cats, then the main points might be:

A. A brief history of cats	A. Choosing a cat	A. Morris
B. House cats	B. Caring for a cat	B. Garfield
C. Wild Cats	C. Fun with your cat	C. Heathcliff

It is important that students write as few words as possible on the S-MAP. This brevity will reduce the amount of time it takes for them to mentally read the map. Students should simply refer to a key word and elaborate on it. As speakers, students must learn to trust their knowledge of a subject. With a little organization, students using the S-MAP can have a meaningful conversation with the audience.

For example, one student gave an interesting speech about bull riding, as she participates in junior rodeos. Unfortunately, she paused continuously to mentally read each point on the S-MAP. In the class evaluation of her S-MAP, listeners found the speech well-organized, but they thought it contained far too many words.

For Main Point A, she wrote eighteen words: "This is some of the equipment you will need if you want to ride bulls in the rodeo." With a little thought and some help from classmates, she revised Point A to less than one word: equip. (The abbreviation was hers.)

Accordingly, here are some guidelines I use to limit the number of words a student should write on the S-MAP:

Grades 5 and 6: ***50 words*** *or less* (2 to 3 minute speech)

Grades 7 and 8: ***40 words*** (3 to 5 minute speech)

Grades 9 through 12: ***30 words*** (5 to 7 minute speech)

I often give an award or prize to the student with the fewest words. In many cases, the students with the fewest words on their S-MAPs give the best speeches of the day.

Details

Refer to the S-MAP on page 39. Notice the blank lines for Detail 1, 2, and 3 of each main point. Once speakers have listed the three main points, they will want to support or build on them by adding details. Supporting details may be statistics, quotes, stories, personal experiences, examples, props, or any other type of information that supports a main idea. Students should list these details in the same order that they occur in the presentation.

Again, it is important that students describe these details by writing as few words as possible. The speaker is the only one who sees the S-MAP. The purpose of these words is to jog the speaker's memory.

An in-depth discussion about details begins on page 90 of ***What! I Have to Give a Speech?*** The appendix of that book contains completed S-MAPs from actual student speeches. Note how these students included details on their S-MAPs.

EXERCISES

1 Using the exercises on page 30, have students create main points A, B, and C. Remind them that these main points should be broad in nature. Even though students will not be giving a speech in this exercise, each point should contain enough material for a speaker to talk for at least a minute and a half for each point.

2 Have several students share the main points they created. Emphasize that there is no one right set of main points for any given topic. Discovering how different speakers take different approaches to the same topic is an interesting exercise for students.

3 Select several students to write their main points on the chalkboard. Have the class revise each point so that it meets or exceeds the guidelines listed above. Then see if the class can rewrite each point as one word or a two- to three-word phrase. Emphasize that the purpose of this exercise is to create an S-MAP that allows the speaker to have a conversation with the audience, thereby improving one's overall presentation.

CTA — Call to Action

How Do I Wrap It Up?

Both beginning speakers and experienced ones often have difficulty bringing their speech to a smooth conclusion. Too often we hear endings such as, "That's it", or, "I guess I'm done." Such closings leave the speaker and the audience hanging.

The CTA is the final main block of the S-MAP. The CTA helps speakers conclude their talk in a smooth and logical way. It tells the audience how to take advantage of the information presented. There are two main types of CTAs.

1. **Challenge the audience to do something.**

EXAMPLES:

Now that you've heard my thoughts on nutrition, I challenge you to try the "eat healthy" tips I have given you for just one month. Then see if you notice how much better you feel.

Now that I've given you all the facts on the school cafeteria policy, I challenge you to sign this petition. Signing on will help us get the types of meals and service we deserve.

Now that I've told you how much fun hamsters can be, the next time you consider buying a pet, consider a hamster.

2. **Tell the audience where they can get more information or learn more about the topic.**

EXAMPLES:

I've given you some brief information about volcanoes. If you're interested, take a look at our library's great book about volcanoes, *Nature's Powder Keg*. There's also an excellent movie at the IMAX Theater called *Ring Of Fire*. With these resources in mind, I'm sure you'll soon find volcanoes as fascinating as I do.

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A Little More

Initially, I am very happy when speakers create a presentation using the six main ingredients. This scheme limits the demands on the beginning speaker. However, once students gain confidence in front of a group, they can add two final ingredients: a summary and a second grabber. The S-MAP (2) on page 39 lists these items under the Close.

The Summary

The purpose of the Summary is to remind the audience of the main points of the speech. A speaker can summarize by simply repeating the main points A, B, and C.

EXAMPLE:

> *"Today I've told you: (A) how to start your collection, (B) how to protect your cards, and (C) how to determine the value of each card."*

Summaries greatly increase audience retention. Many experienced speakers also state main points A, B, and C before they start the body of their speech. This preface allows the audience to hear the main ideas three times, providing even greater retention. It also provides the audience with a mental outline, thereby easing the task of listening.

The Second Grabber

The grabber at the end of the speech leaves the audience with something to think about. Any type of grabber already mentioned is appropriate to end a speech.

EXAMPLES:

The following is an interesting fact grabber from a student speech about seat-belt safety:

> *"If all I've told you doesn't convince you to wear your seat belt, remember this: nine out of ten people killed in traffic accidents WERE NOT WEARING THEIR SEAT BELTS!"*

When stating the following grabber, the speaker displayed an X-ray of a heavy smoker's lungs:

> *"This could be an X-ray of your lungs ten years from now."*

How To Use S-Maps

The following two pages contain S-MAPs as I use them in the classroom. The first page shows a simplified version (1) that is useful in teaching speech to lower grade levels (grades 1 through 6). I also use it frequently with students in higher grade levels who have had little or no experience in giving speeches. The second version of the S-MAP (2) allows the advanced speaker to include more statistics and details. This detailed Speaker's Master Action Plan is on facing page.

S-MAP (1)

Title

Opening

Grabber _____

WIIFM _____

Body

Main Point A _____

Main Point B _____

Main Point C _____

Close

CTA _____

S-MAP (2)

Title _____

Opening

Grabber _____

WIIFM _____

Body

Main Point A. _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Main Point B. _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Main Point C. _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Close

Summary _____

Grabber _____

CTA _____

Advantages of the S-MAP

If you are tired of subjecting yourself and your students to lifeless speech readings and mindless memorized speeches, then teach and encourage students to use the S-MAP. Here are several of the S-MAP's advantages over a written speech, note cards, and other types of tools for speech construction.

✔ Conversation is the most relaxing, nonthreatening, and effective form of communication. The S-MAP allows you to have the most desirable relationship with your audience. It serves as a guide, ensuring that you cover all your points during this conversation.

✔ The S-MAP serves as a checklist, ensuring that you include the necessary building blocks of a successful speech.

✔ The S-MAP offers you a simple and creative way to organize a presentation. Using the S-MAP, you can create a speech on the spur of the moment, on paper, or in your head. Therefore, the S-MAP is useful on short notice or even in impromptu situations. For example, to prepare quickly you would simply ask yourself these types of questions:

"What are three things (points A, B, and C) I can tell the audience about my topic?"

"Can I ask a question, share an unusual fact, tell a story, or give a personal experience to grab their attention?"

"How will my audience benefit? What's in it for me?" (Me being the audience)

"How can I get the audience to follow up on my topic? Where can they get more information?"

THE THREE Es

All good speeches have three things in common: they are educational, entertaining, and the speaker is enthusiastic.

Educational

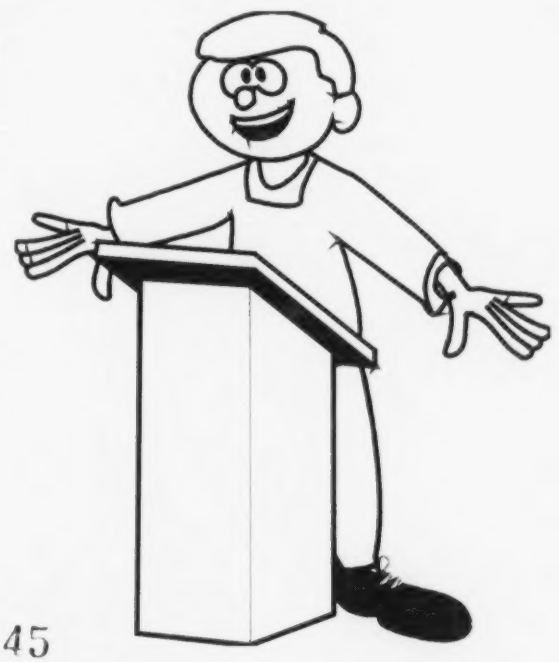
All good presentations are educational. The listeners should learn something. The information need not be earth-shattering. Topics may be as simple as: how to choose a library book, exciting places to visit in your state, or how to make chocolate chip cookies. No matter what the topic, an audience should learn something.

Entertaining

Interesting information in itself does not produce an effective presentation. The entertaining aspect of a speech should enhance the message, not interfere with it. Ask yourself, "What is the most interesting way I can present this material?" This doesn't mean that you should tell jokes, sing, or dance. By applying the Six Keys to a Dynamic Presentation and some creativity, you can easily both inform and entertain.

Enthusiastic

Enthusiastic is the biggest E of all three. In public speaking, neither knowledge nor preparation can overcome a lack of enthusiasm. When you are excited about a topic, the audience seems to catch that enthusiasm. Do not mistake enthusiasm for the "Rah-rah" approach. You can be enthusiastic about the death of a faithful pet, how to change a flat tire, or how to cope with divorce. In these situations, your enthusiasm stems not from the nature of the topic, but rather from a sincere desire to share valuable information with an audience.



In short, if a speech is educational, entertaining, and enthusiastic, it is well on its way to being a winning speech.

BEST COPY AVAILABLE

SELECTING A TOPIC

BEAR IN MIND

✔ The first stumbling block that many students face when preparing a speech is selecting a topic.

✔ By following a few simple guidelines, students can overcome the difficulty of selecting a topic.

When introducing the Leaders of Tomorrow Communication Program, it is best to allow students to select their speech topic. For beginning speakers especially, this freedom reduces the pressure of being in front of a group. It also helps to give such students comfort and confidence because they need not speak about an unfamiliar topic.

For the first speech, speakers do best by following these two simple guidelines:

1. **Choose a topic with which you are familiar.**
2. **Choose a topic about which you are enthusiastic.**

The teacher should:

1. **Approve the topics in advance; make sure they are appropriate for the classroom.**
2. **Encourage students to challenge themselves.**
3. **Have students present a topic that is appropriate for the audience and interesting to them.**

For example, a speech about my pet hamster might be appropriate for second or third-grade students, but this topic would be juvenile for eighth graders.

NOTE: As a rule of thumb, I encourage students to avoid speeches about their pets unless the pet is unusual or exotic. Once you start the pet ball rolling, everyone will choose the easy route and talk about their pet. One can only take so many speeches about hamsters, cats, and dogs.

BEST COPY AVAILABLE

Likewise, a speech about the history of baseball might be appropriate for seventh and eighth-grade students, but to tell teenagers, "it takes three strikes and you are out" would bore them to tears.

For some students, selecting a topic will be easy. Self-starters will think of several ideas immediately. For many, however, choosing a topic will be their first stumbling block. Most students have many interests. They can converse freely with their friends on a wide variety of subjects. But just the thought of deciding what to present to the entire class may overwhelm or intimidate students, creating a mental block. These ideas and examples will help them in their selection:

Tell About an Unusual Experience or Person

EXAMPLES: Acting in a play; moving to a new school, town, or state; attending a reunion; an injury or operation; space camp; visiting a foreign country; visiting Yellowstone Park; meeting a celebrity; experiencing a natural disaster (flood, tornado, or earthquake); a favorite teacher, coach, or someone you admire.

Teach the Audience

EXAMPLES: Baby-sitting; ventriloquism; proper nutrition; computers; mountain biking; decorating a room; reading music; caring for a pet; improving your memory; planning a party; martial arts; magic; wind surfing; setting up an aquarium.

Take a Stance on Ideas You Care About

EXAMPLES: Animal experimentation; teen curfews; crash diets; censorship; hunting; truth in advertising; hot political topics; sports salaries; year-round school; seat-belt safety; saving lives with cardiopulmonary resuscitation (CPR).

Simplify A Complicated Idea

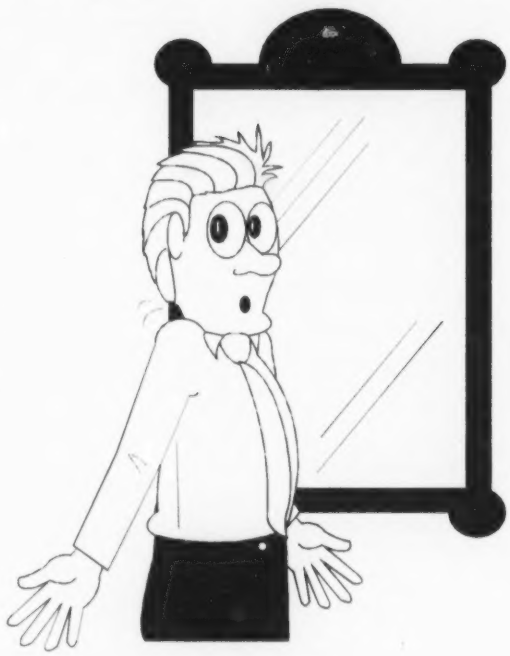
EXAMPLES: American Sign Language; genetics; root canals; generation gap; astrology; arthroscopic surgery; how birds or planes fly; dreams; programming a VCR; the Greenhouse Effect.

REHEARSAL TECHNIQUES

BEAR IN MIND

✔ To be a good speaker, students must practice. This section provides seven rehearsal techniques that will help students refine their presentation skills.

A speaker should never memorize a speech. Students should use the S-MAP to have a conversation with the audience. This plan eliminates both the tediousness of practicing and the time required to practice a speech over and over again. However, the S-MAP does not eliminate the need for preparation. Once students complete their S-MAPs, they should practice the speech only three to four times. Using this method, it is normal if the speech changes a little during each practice session. In fact, it is desirable if the speech is slightly different each time, for the changes show that the student has not memorized the speech.



When rehearsing a speech, students should concentrate on:

- Developing a feel for using the S-MAP.
- The sequence and flow of the six main parts of the S-MAP: the Grabber; WIIFM; Main Points A, B, and C; and the CTA.

Seven Helpful Rehearsal Techniques

1. **Visualize the audience.** Wherever you practice your speech, pretend you are in the classroom, in front of your classmates. Visualize as much detail as you can—where your classmates will be sitting, and where your teacher usually sits. When you actually get up to speak, you will feel as though you have been there before. This experience will help you feel comfortable and relaxed.

2. **Practice in front of a mirror.** Seeing your own image is a way to simulate an audience. It helps you to see yourself as the audience will see you. This exercise is an excellent way to check your gestures, facial expressions, and overall body posture.

3. **Practice your gestures.** When you rehearse, practice everything, including gestures. Don't just sit in a chair or lie in your bed and mouth the words. Make your rehearsal as real as possible.

4. **Practice your outside voice.** Rehearse using the same loudness and tone of voice that you plan to use in the classroom. Remember, pretend that you are actually giving your speech in the classroom. You want that person in the back row to hear you clearly. Pretend you are speaking outdoors, and must compete with other sounds for the audience's attention. Also practice using any vocal variety that you plan to use in the presentation.

5. **Practice in front of family and friends.** Rehearse your speech in front of a family member or a friend. This experience will help you become comfortable speaking in front of a live audience.

6. **Test your props.** Practicing with your props is a must. Doing so means you can determine ahead of time whether the prop will work. You will also discover the best time to use the prop during your speech.

7. **Record your presentation.** Use a tape recorder or video camera to record your speech. Then review the tape. Does it flow well? Does it achieve the effect that you want? Keep taping better versions until you like the result.

THE LEADERS OF TOMORROW SPEECH MODULE

One way to introduce the ***Leaders of Tomorrow Communication Program*** is to start with the Speech Module. In this module each student has a chance to give a speech and to evaluate one given by a classmate. The following resources support The Speech Module, so you may want to refer to them.

1. The text, ***WHAT! I HAVE TO GIVE A SPEECH?***
2. The student workbook and video series, *WHAT! I HAVE TO GIVE A SPEECH?*

These materials will help make learning how to speak in public a fun and non-threatening experience for the entire class. I recommend that you teach the Speech Module at or near the beginning of the school year. Then have students apply what they have learned in all subsequent oral assignments. Hold them accountable for using all the methods and guidelines presented in the Speech Module. In this way students will have many opportunities to build upon and to improve their speaking skills.

Once students establish a solid foundation for speaking, you will find that assigning speech projects, book reports, and oral reports is a pleasure.

Suggested Patterns of Use

- Start with the Speech Module. This method gives each student at least one chance to speak (using the Six Keys and the S-MAP) and one chance to evaluate. In all speaking assignments thereafter, students should use the Six Keys and the S-MAP.
- Present the S-MAP and the Six Keys to the class. Hold the students accountable for using these two tools in all classroom speech assignments.
- Use the Speech Module format during the entire year. Have students give a speech at least once every quarter.

If you use the Speech Module, you will want to:

- Read the list of Speech Module Program Roles
- Use the Speech Module Weekly Schedule that appears later in the Blackline Masters section. The schedule allows for four speaker/evaluator sets to make presentations once a week. Depending on the number of students in a class and the length of the class period, you can increase or decrease the number of sets.
- Refer to the chart of recommended time limits for speeches and evaluations on page 51.

Speech Module Program Roles

Program Leader

The program leader acts as a master of ceremonies. The program leader performs these tasks:

- Calls the meeting to order
- Greets the audience
- Introduces the speakers and leads the audience in welcoming applause
- Introduces the evaluators
- Requests the timer's report
- Helps the speaker set up props

Timer

The timer should have a stopwatch—a wristwatch or wall clock will suffice—and a set of three cards: green, yellow, and red. You can make these cards from construction paper. The timer begins timing at the speaker's first spoken words. The timer should sit where all speakers can see him/her.

At a given point in the speech, the timer raises the green card to indicate that the speaker has reached the designated time. (See page 51 for time limits.) The timer should raise the card in a clear and steady motion, not distracting the speaker. The timer holds up each card until it is time for the next one. The timer should not raise and lower a card in one motion, as a speaker may be making eye contact with the audience at that moment. Consequently, he or she may not see the card. Once a speaker reaches the maximum time limit, the timer calls out, "Time!"

Speaker

The speaker presents a prepared speech using the Six Keys and an S-MAP. The speaker must finish speaking within the allotted time.

Evaluator

After all the speeches, each evaluator orally evaluates the assigned speaker. The evaluators should speak in the same order as the presentations. The evaluators should present their review in front of the classroom. The evaluators should not read the evaluation forms word for word. Evaluators should perceive their presentation as a mini-speech, during which they substitute the evaluation form for the S-MAP.

It is important for the evaluators to follow the four Guidelines for Effective Evaluation on page 53. The evaluations should be positive and constructive. The evaluator explains one or two things that the speaker did well, and one or two things that the speaker can improve. The evaluator is not a critic who searches for faults, nor should the evaluator make a whitewash of the speech. When voting for the best evaluator, students should choose the one who offered the speaker the most help.

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Timing

Limits on speaking times are necessary, as they give all students a fair chance to speak. Suggested times for speeches and evaluations for grades 3 through 12 appear in the Time Limits chart on the following page. As a rule of thumb, these times coincide with:

Class size: 25-30 students

Class period: 45-50 minutes

Frequency: Once a week for seven weeks

You can alter the times to fit class size and the length of your class period.

To qualify as Best Speaker or Best Evaluator, the participant must speak until the timer raises the green card. Emphasize that when students practice their speeches at home, they should time themselves. A good rule of thumb is for speakers to prepare their speeches so they exceed the time denoted by the green card by at least 30 seconds. Since speakers tend to speak quickly when their adrenaline is flowing, these extra 30 seconds will prevent them from being disqualified for an award.

Students who are grossly under time, that is, not well prepared, should repeat the assignment in a week or so. This program aims to be fun and challenging. Therefore, hold students accountable to their audience and themselves. By doing so, you further their opportunity to build valuable, lifelong communication skills.

Speakers may talk through the entire set of cards until they reach the maximum time limit. When the timer calls out "Time," the speaker must wrap up the point being made, and quickly move on to the CTA. Speakers who do not complete a speech are not penalized; they can still qualify for Best Speaker or Best Evaluator.

TIME LIMITS

Speeches

	Grades 3-4	Grades 5-6
Green Card	1 min.	1 min. 30 sec.
Yellow Card	1 min. 30 sec.	2 min.
Red Card	2 min.	2 min. 30 sec.
Total Time	2 min. 30 sec.	3 min.

	Grades 7-8	Grades 9-12
Green Card	3 min.	5 min.
Yellow Card	3 min. 30 sec.	5 min. 30 sec.
Red Card	4 min.	6 min.
Total Time	4 min. 30 sec.	6 min. 30 sec.

Evaluations

	Grades 3-4	Grades 5-6
Green Card	30 sec.	30 sec.
Yellow Card	45 sec.	45 sec.
Red Card	1 min.	1 min.
Total Time	1 min. 15 sec.	1 min. 15 sec.

	Grades 7-8	Grades 9-12
Green Card	1 min.	1 min.
Yellow Card	1 min. 15 sec.	1 min. 15 sec.
Red Card	1 min. 30 sec.	1 min. 30 sec.
Total Time	1 min. 45 sec.	1 min. 45 sec.

Evaluations

The Leaders of Tomorrow Speech Module is designed to improve students' communication skills, both in speaking and listening. As evaluators, students learn how to be discerning listeners. This kind of interactive experience provides an invaluable way for students to learn from each other, thereby improving their own speeches.

As I tour the country and show videotapes of student speeches, teachers are impressed at the quality of students' first or second speeches. Teachers often ask, "How do they do it?" I believe that the classroom evaluations are key to the students' success. As evaluators, students recognize their classmates' strengths and weaknesses. The students then apply what they learned to their own speeches. When a student takes a turn to speak, it's as though he or she has already given several speeches.

You should assign one student to serve as an oral evaluator for each speaker. Ideally, however, all students should evaluate all the speakers. Here are three ways to accomplish this goal.

1. Have all students complete a written evaluation of each speaker. You can use the form on page 54 for this type of evaluation.

2. After an assigned evaluator has completed the oral evaluation, invite other students in the class to offer verbal comments. Students must follow the Guidelines for Effective Evaluation. These are the same guidelines the evaluator follows.

3. Inform the students that at least one of the Best Listener questions will be based on the evaluations. For example, ask, "What was Jessica's grabber?" "How did Michael involve the audience?"

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Guidelines for Effective Evaluation

1. **Be personal.** An evaluator's perspective is only one of many viewpoints. So generalized statements, such as "No one understood what you meant," are unsubstantiated and most likely untrue. Instead, tell how the speech affected you personally. For example, use phrases such as, "I think" and "In my opinion."

2. **Give positive feedback.** All speeches contain a positive aspect. Be sure to tell speakers what you liked about their speeches. Describe the positive aspects and the strengths of the presentation.

3. **Use constructive criticism.** Don't give negative feedback. Such critiques can be very discouraging, especially to the beginning speaker. Instead, explain how (in your own opinion) a speaker could improve the speech. Your suggestions should be as specific as possible. Consider yourself a coach. Your role is to help the speaker as much as you can.

4. **Be honest.** Don't withhold constructive criticism for fear that you will hurt a friend's feelings. If you gloss over friends' flaws, you prevent them from becoming better speakers. Assume your role as an evaluator seriously and sincerely.

Evaluation Methods

I use three basic methods for evaluating speeches in the classroom.

1. The Evaluation Form on the next page is self-explanatory. Covering most of the main skills you are teaching, it serves as a permanent record of what your students have learned. If you give the speakers the completed form, they can then consult it before giving their next speech. Such a reminder of how their speech came across will probably help them improve readily.

2. The Evaluation T, featured on page 55, allows the evaluator to simply list the speaker's ***Strong Points*** and ***Areas for Improvement***. The minus sign is merely a symbol, which should not connote anything negative. As always, it's good for all evaluations to focus on constructive criticism.

3. Time permitting, I often follow one of the above methods with an Open Evaluation. During this segment the teacher or Program Leader asks for evaluative responses from anyone in the class. This exercise is valuable for the speaker, who learns how differently various members of an audience can perceive a speech.

EVALUATION FORM

Speaker _____

Title of Speech _____

Scoring: 3 - Excellent 2 - Average 1 - Below Average

Score the Six Keys				Comments
3	2	1	Eye Contact	_____
3	2	1	Volume	_____
3	2	1	Gestures	_____
3	2	1	Word Pictures	_____
3	2	1	Vocal Variety	_____
3	2	1	Props	_____

Can you identify the building blocks? Please circle Yes or No.

Yes No Grabber (comments) _____

_____

Yes No WIIFM (comments) _____

_____

Yes No Main Points (comments) _____

_____

Yes No CTA (comments) _____

_____

What I enjoyed about your speech: _____

_____

How I think you could improve your speech: _____

_____

_____

THE EVALUATION T

STRONG POINTS	AREAS TO IMPROVE

Awards and Voting (Optional)

Awards

The purpose of giving awards is to add excitement to the weekly meetings, and to create friendly competition among the students. This competition encourages students to go the extra mile in their roles as speakers, evaluators, and listeners. But students should not just strive to win an award; they should focus on improving their skills in each respective role.

During any given week, three or four students may become candidates for the Best Speaker award. When this situation occurs, explain to students that not winning an award does not suggest that a student gave an inferior speech. The purpose of the award system is simply to reward those who have most improved their speaking skills in that week.

Award Guidelines

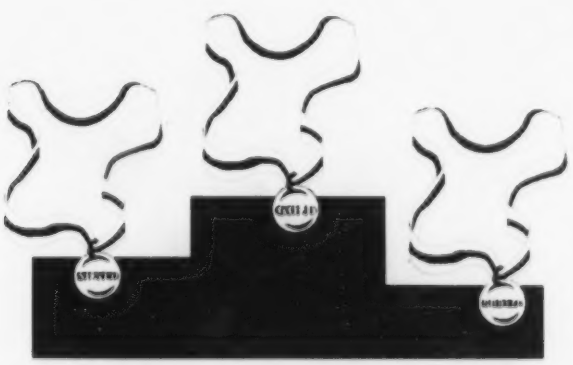
Best Speaker

Judge the Best Speaker on how well he/she uses the Six Keys, the S-MAP, and the three E's.

Best Evaluator

Judge the Best Evaluator on the quality of help he/she offered the speaker. The evaluator should specify two or three things the speaker did well, and make one or two points of constructive criticism about how the speaker could improve.

NOTE: To qualify for Best Speaker or Best Evaluator, a candidate must speak for the minimum amount of time as indicated by the green card. A speaker or evaluator who has not finished when the timer says "Time" must move on to the CTA and stop. If the candidate does so, he/she can still qualify for the award.



Best Listener

Presenting awards for Best Listener is a positive way to further students' listening abilities. Students do not vote for the three Best Listeners; the teacher selects them.

Choosing the Best Listeners:

1. During each speech session, the teacher should observe the class and make a list of several students who give maximum attention and respect to each speaker.

2. By the end of the meeting, select the top three listeners. The remaining names on your list can serve as alternates if one of the top three listeners fails to answer a question correctly.

3. At the end of the class, have each of the three best listeners answer one of your Best Listener questions. Develop these questions according to information from (*a*) a speaker's presentation; (*b*) an evaluator's presentation; (*c*) your notes; and (*d*) the Leaders of Tomorrow videos. Jot down potential questions as the meeting progresses.

4. If a candidate fails to answer a question correctly, simply choose another one from the list of alternates. Follow this procedure until you identify three Best Listeners.

Actual Awards

Awards can range from ribbons and certificates to extra credit points and edible treats. To obtain Leaders of Tomorrow ribbons, certificates, and other awards, contact the Leaders of Tomorrow at the address given at the back of this guide.

Voting Methods

One method of voting is to have a class vote. Students should put their heads down and raise their hands to vote. Any student who peeks is disqualified as a potential Best Listener. Speakers and evaluators can vote. Emphasize to the class that this is not a popularity contest. Students should base their votes on merit only. Speakers and evaluators can vote for themselves if they truly believe they gave the best presentation.

A second method of voting is to have the teacher select the winners. I often use a combination of the two methods. For example, I vote and I also allow the students to vote. However, sometimes students vote for a popular student instead of an equally qualified candidate. In such cases I give two awards. Also, if a candidate wins by a narrow margin, I often select two or more winners. I treat both winners equally, being careful not to distinguish one candidate from another as the "real" winner.

Invariably, a student will ask, "How many votes did I get?" I highly recommend that you avoid this numbers game. Simply say, "It was close," or, "Everyone received some votes." Remember that voting and awards are optional. Depending on your teaching style and the specific class, awards may simply add fun and excitement to the curriculum.

TYPICAL CLASS AGENDA

PROGRAM LEADER:	Welcomes the class Calls the session to order Announces the timer for the day Announces the order of speakers and their evaluators Introduces the first speaker
Speaker #1 Speaker #2 Speaker #3 Speaker #4	
PROGRAM LEADER:	Asks timer which speakers are eligible for the Best Speaker vote.
TEACHER:	Conducts a class vote (with heads down) for Best Speaker.
PROGRAM LEADER:	Introduces the evaluators in the same order as the speakers.
Evaluator #1 Evaluator #2 Evaluator #3 Evaluator #4	
Program Leader:	Asks timer which evaluators are eligible for the Best Evaluator vote.
Teacher:	Conducts a classroom vote (with heads down) for Best Evaluator.
Teacher:	Calls on the three Best Listeners, asks Best Listener questions, and gives out the Best Listener awards. Gives the award for Best Evaluator. Gives the award(s) for Best Speaker.

VIDEO GUIDE

*(For those using the **What I I Have to Give a Speech?** Video Series)*

This video series will enhance all the skills taught in the Speech Module. It consists of two tapes.

Tape One is a brief explanation of the Six Keys and the S-MAP by Dr. Ken Snyder, the founder of the Leaders of Tomorrow Foundation. Teachers can view this tape in conjunction with the lessons in this manual before presenting these skills in the classroom. Or they can show it directly to the class.

Tape Two contains the speeches of twelve students. They do not represent perfect speeches. They were filmed on one day's visit to three different classrooms during the weekly schedule. Students did not rehearse their speeches before the video taping, nor have the speeches been edited. They reflect the type and quality of speeches seen routinely in the classroom. For many of these students, this speech was the first they had given in class in the Leaders of Tomorrow curriculum. The speeches divide into three sections.

SECTION ONE: The Six Main Parts of the S-Map

Section One consists of four speeches. The purpose of this section is to help the audience—your students—identify the Six Main Parts of the S-MAP. Throughout these speeches, graphics appear that identify these parts. Incidentally, the graphics for each part were taken word for word from the actual S-MAP each speaker used in his or her speech. Be sure to make this point clear to students. It is also important to emphasize using as few words as possible on the S-MAP. Doing so allows each speaker to have a conversation with the audience.

SECTION TWO: Identifying the Six Main Parts of the S-Map

Section Two allows listeners to identify the parts of the S-MAP as used in each of these speeches. Here is an effective way to use this section:

Give students a sheet of paper, on which they write the six main parts of the S-MAP in order:

Grabber WIIFM

Main Point A Main Point B Main Point C

CTA

As the students view a speech in this section, have each one individually write what he or she considered the speaker's intended parts of the S-MAP. After each speech, students may share what they identified as the Six Main Parts. Discuss any differences or disagreements.

SECTION THREE: Speech Evaluations

Section Three helps students develop evaluation skills. Traveling around the country and showing videos of students in teacher workshops, I typically hear remarks such as: "That was great! How many speeches did that student give before she became so skilled?" Often it was the student's first speech. I'm convinced that what helps students get off to such a fast start is our evaluation process. In this case the student had participated in and benefited from the evaluations of some 15-20 fellow classmates who had given speeches before her.

The best way to take advantage of Section Three is to have the students view each speech. After each one, the entire class may participate in an open evaluation. Be sure to use the Guidelines for Effective Evaluation on page 53 of this manual.

You might ask questions such as:

Did this speaker effectively use each of the Six Keys?

Could you identify the Grabber, the WIIFM, the Main Points, the CTA?

What were this speaker's strengths? What did he or she do well?

How could the speaker improve the speech?

What can we learn from this presentation?

To benefit from evaluation it is important that students think of themselves as a coach trying to help the speaker improve, not as a critic trying to find as many faults as possible.

...A Final Thought

With a little know-how and a lot of encouragement, all students can become proficient speakers. The Leaders of Tomorrow Communication Program provides the know-how; the teacher and students themselves provide the encouragement. I continue to be amazed at how rapidly students progress under these circumstances. Students find that they can quickly master speaking skills, and that speaking can be fun.

At the start of each Speech Module, I tell students:

> *"This classroom will be our speech laboratory. No one expects you to give a perfect speech. We are all experimenting with ways to become better speakers. The only way you can fail is if you don't try. You will learn a lot from your own efforts.*
>
> *"You will learn a lot from each other. I learn something from every speech. Don't put pressure on yourself. Learn and have fun."*

And they do!

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FOR MORE INFORMATION

Write or call:

Dr. Ken Snyder
c/o Leaders of Tomorrow Foundation, Inc.
3919 E. Laurel Lane
Phoenix, AZ 85028

Phone: (602) 971-8944
Fax: (602) 971-8755

E-mail address: lot@treknet.net

THE LEADERS OF TOMORROW WEBSITE:
http://www.speecheducation.com

or

ERIC/EDINFO Press
Indiana University
P.O. Box 5953
Bloomington, IN 47407
(800) 925-7853

BLACKLINE MASTERS

The Speaker's Master Action Plan
S-MAP

Title _____

Opening _____

Grabber _____

WIIFM _____

Body

Main Point A _____

Main Point B _____

Main Point C _____

Close

CTA _____

The Speaker's Master Action Plan (S-MAP)

Title _____

Opening

Grabber _____

WIIFM _____

Body

Main Point A. _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Main Point B. _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Main Point C. _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Close

Summary _____

Grabber _____

CTA _____

EVALUATION FORM

Speaker _____

Title of Speech _____

Scoring: 3 - Excellent 2 - Average 1 - Below Average

Score the Six Keys				Comments
3	2	1	Eye Contact	_____
3	2	1	Volume	_____
3	2	1	Gestures	_____
3	2	1	Word Pictures	_____
3	2	1	Vocal Variety	_____
3	2	1	Props	_____

Can you identify the building blocks? Please circle Yes or No.

Yes No Grabber (comments) _____

_____

Yes No WIIFM (comments) _____

_____

Yes No Main Points (comments) _____

_____

Yes No CTA (comments) _____

_____

What I enjoyed about your speech: _____

_____

How I think you could improve your speech: _____

_____

THE EVALUATION T

STRONG POINTS	AREAS TO IMPROVE

Speech Module Weekly Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Program Leader						
Timer						
Speaker #1						
Ev aluator #1						
Speaker #2						
Evaluator #2						
Speaker #3						
Evaluator #3						
Speaker #4						
Evaluator #4						

Building Your Students' Speaking Power

Communication is an essential part of self-esteem and self-expression. Studies show that 85 percent of a person's success depends on communication skills. Teachers in thousands of classrooms have used the techniques illustrated here, and **THEY WORK!**

The Leaders of Tomorrow Communication Program aims to help elementary through college-level students develop effective communication skills. The program consists of two modules: the Speech Module and the Debate Module. This manual focuses on the Speech Module.

- ✔ How to control nerves
- ✔ Six keys for presenting an interesting, dynamic speech
- ✔ A fast, simple technique for organizing a speech
- ✔ How to choose a speech topic
- ✔ Rehearsal techniques
- ✔ Listening skills
- ✔ Peer evaluation techniques

Introduce Speech to your students in a way that is easy, effective, non-threatening and FUN!

Learn the techniques yourself and increase your effectiveness as a teacher!

Dr. Kenneth Snyder is a professional speaker who has helped teachers and students all over the country learn to communicate effectively. He is the co-author of *What! I Have to Give a Speech?*

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